



TELFORD JUNIOR SCHOOL – PSHE



KEY CONCEPTS	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Health and Well-Being</p>	<p><u>TOPIC: Autumn Transition</u></p> <ul style="list-style-type: none"> • Getting to know you activities • School values • 3 R's (Being Ready, Responsible and Respectful) • Letters from previous Year 3 • Bag of worries • Spotted competition for lining up • Worry monster • Aspirations for the end of Year 3 • This is me • Self-portraits <p><u>TOPIC: Summer Transition</u></p> <ul style="list-style-type: none"> • Assemblies • Maths transition day • Meet the teacher and teachers visit infant school • Transition day • Teacher handover • Enhanced transition for children with additional needs 	<p><u>TOPIC: Autumn Transition</u></p> <ul style="list-style-type: none"> • How do you feel coming back to school • Bag of worries • Getting to know you activities • Circle time • Mindfulness • School values • 3 R's (Being Ready, Responsible and Respectful) <p><u>TOPIC: Summer Transition</u></p> <ul style="list-style-type: none"> • Assemblies • Creative week • Meet the teacher • Enhanced transition <p><u>TOPIC: Mental Health and Well-Being</u></p> <ul style="list-style-type: none"> • Theme changes annually linked to Mental Health Awareness Week <p><u>TOPIC: Online Safety</u></p> <ul style="list-style-type: none"> • Safer Internet Day • Online Safety 	<p><u>TOPIC: Autumn Transition</u></p> <ul style="list-style-type: none"> • Getting to know you games • School values • 3 R's (Being Ready, Responsible and Respectful) • Link to PSHE topic of Rights and Responsibilities of being in UPK2 <p><u>TOPIC: Summer Transition</u></p> <ul style="list-style-type: none"> • Assemblies • Creative week • Meet the teacher • Enhanced transition <p><u>TOPIC: Looking after our bodies</u></p> <ul style="list-style-type: none"> • Legal vs harmful substances • Negative effects of smoking and vaping 	<p><u>TOPIC: Autumn Transition</u></p> <ul style="list-style-type: none"> • School values • 3 R's (Being Ready, Responsible and Respectful) • Class agreement • All about me • Getting to know you <p><u>TOPIC: Summer Transition</u></p> <ul style="list-style-type: none"> • Secondary school visits • Small groups with Ed Psych (circle time) • Liaise with all secondary schools • Transition reports • Class assemblies • PSHE – how to cope with change and build new relationships • SENCO handover <p><u>TOPIC: Rules and Laws</u></p> <ul style="list-style-type: none"> • Linked to Crime and Punishment topic • Differences between rules and law



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	<ul style="list-style-type: none">• Getting to know you activities• SENCO handover <p><u>TOPIC: RSE – My Feelings Friends and Family</u></p> <ul style="list-style-type: none">• Baby photo activity (play a game where you have to guess which baby is who in the class, talk about different features and what colour eyes/hair are, discuss adoption, siblings, Mummy and a bump).• Who lives in my house• My special people• What is growing up? (puberty)• Reading feelings <p><u>TOPIC: Healthy Eating</u></p> <ul style="list-style-type: none">• Making empanadas• Talk about ingredients and where they come from	<ul style="list-style-type: none">• Plagiarism		<ul style="list-style-type: none">• Why we need them• Link to Parliament and Government <p><u>TOPIC: Drugs and alcohol</u></p> <ul style="list-style-type: none">• Visit (Compass)• Follow up of county lines training• Science (healthy bodies)• Magistrates Court Visit• The negative effects of smoking and vaping <p><u>TOPIC: Stereotypes</u></p> <ul style="list-style-type: none">• Windrush• Rosa Parks• Martin Luther King
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	<ul style="list-style-type: none"> What makes a healthy meal and the ingredients we use? 			
Relationships	<p><u>TOPIC: Protective Behaviours</u></p> <ul style="list-style-type: none"> The Taking Care Project Year 3 scheme of work (see below) <p><u>TOPIC: Friendships</u></p> <ul style="list-style-type: none"> How to be a good friend? Respectful relationships Magic box activity Human bingo Friendship monsters Agony Aunt – Friendship dilemmas <p><u>TOPIC: RSE My Feelings Friends and Family –</u></p> <ul style="list-style-type: none"> Families and people that care for me My special people 	<p><u>TOPIC: Protective Behaviours</u></p> <ul style="list-style-type: none"> The Taking Care Project Year 4 scheme of work (see below) <p><u>TOPIC: RSE</u></p> <ul style="list-style-type: none"> What do you know about puberty? What do you remember about your previous learning Menstrual well-being Changing adolescent body 	<p><u>TOPIC: Protective Behaviours</u></p> <ul style="list-style-type: none"> The Taking Care Project Year 5 scheme of work (see below) <p><u>TOPIC: Discrimination</u></p> <ul style="list-style-type: none"> Ball called Bop <p><u>TOPIC: RSE</u></p> <ul style="list-style-type: none"> Puberty and how the body changes differently to if you are a girl or boy Label body parts Identify what makes relationships respectful Menstrual well-being 	<p><u>TOPIC: Protective Behaviours</u></p> <ul style="list-style-type: none"> The Taking Care Project Year 6 scheme of work (see below) <p><u>TOPIC: RSE</u></p> <ul style="list-style-type: none"> Puberty Menstrual well-being What is sex How babies are born <p><u>TOPIC: Online Safety</u></p> <ul style="list-style-type: none"> Different viewpoints Gender stereotypes and self-image how that is represented on the media Run like a girl Billboard adverts with photoshop Talking about differences



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Living in the wider world	<p><u>TOPIC: 3 R's</u></p> <ul style="list-style-type: none">• Ready, responsible, respectful <p><u>TOPIC: Internet Safety</u></p> <ul style="list-style-type: none">• What is cyberbullying?• Reporting on unsafe emails <p><u>TOPIC: Road Safety</u></p> <ul style="list-style-type: none">• Linked to walking safely to Lillington Church <p><u>TOPIC: My Goals and Aspirations</u></p> <ul style="list-style-type: none">• What have I already achieved?• My goals• Career interests• Looking at our parents/carer's careers• When I grow up	<p><u>TOPIC: 3 R's</u></p> <ul style="list-style-type: none">• Ready, responsible, respectful <p><u>TOPIC: Online Safety</u></p> <ul style="list-style-type: none">- Cyber bullying- Plagiarism <p><u>TOPIC: Online Safety</u></p> <ul style="list-style-type: none">• Oversharing online• Being a responsible digital citizen <p><u>TOPIC: How to care for pets?</u></p> <ul style="list-style-type: none">• Own experiences looking after pets• Charitable organisations• Animal Welfare• Dog Trust Visit• Guide Dogs Visit	<p><u>TOPIC: 3 R's</u></p> <ul style="list-style-type: none">• Ready, responsible, respectful <p><u>TOPIC: What makes a community</u></p> <ul style="list-style-type: none">• Stereotypes and prejudice• Different people in the community that we can trust• How people are similar and different• Looking at prejudice <p><u>TOPIC: Life is a journey</u></p> <ul style="list-style-type: none">• Tree (roots represent the people that ground you, trunk represents what they couldn't do before and leaves represent their aspirations and goals for the future)• Looking at life's journey as a map• Talking about families, travel, work abroad <p><u>TOPIC: Online Safety</u></p>	<p><u>TOPIC: 3 R's</u></p> <ul style="list-style-type: none">• Ready, responsible, respectful• Human Rights and Responsibilities <p><u>TOPIC: Online safety</u></p> <ul style="list-style-type: none">• Cyber bullying <p><u>TOPIC: Online safety</u></p> <ul style="list-style-type: none">• Online relationships• Stereotypes and media <p><u>TOPIC: How to manage money</u></p> <ul style="list-style-type: none">• Maths link with young enterprising and budgeting for family holidays
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			<ul style="list-style-type: none"> Editing and false images online 	
<p>Vocabulary progression</p> <p>Language of safety is communication/behaviour that helps people feel safer/more comfortable. Adults will model this behaviour throughout the school:</p> <p>Early warning signs</p> <p>Fun to feel scared</p> <p>Is my fun, fun for everyone?</p> <p>Respect</p> <p>Responsibility</p> <p>Ready</p> <p>I need...</p> <p>I would like...</p> <p>I expect...</p> <p>I do not expect...</p> <p>What has happened?</p> <p>How can I help you?</p> <p>Can you help me understand...?</p> <p>I wonder...</p> <p>I've noticed...</p> <p>I'm wondering if you feel safe if/when...</p> <p>How are you feeling?</p> <p>I feel.... when...</p> <p>Private parts</p>	<p>Friendship/friends</p> <p>love</p> <p>Shy</p> <p>Advice</p> <p>Smile</p> <p>Talk</p> <p>Persistence</p> <p>Similarities/differences</p> <p>Loneliness</p> <p>Feelings</p> <p>Ignore</p> <p>Effort</p> <p>Share</p> <p>Professional</p> <p>Kindness</p> <p>Consideration</p> <p>Listen</p> <p>Argument</p> <p>Conflict</p> <p>Emotions</p> <p>Calm</p> <p>Resolve</p> <p>Compromise</p> <p>Empathy</p> <p>Apologies</p> <p>Choices</p> <p>Negative</p> <p>Positive</p> <p>Exclude</p> <p>Unacceptable</p> <p>Rude</p> <p>Bullying behaviour</p>	<p>Friendship/friends</p> <p>love</p> <p>Shy</p> <p>Advice</p> <p>Smile</p> <p>Talk</p> <p>Persistence</p> <p>Similarities/differences</p> <p>Loneliness</p> <p>Feelings</p> <p>Ignore</p> <p>Effort</p> <p>Share</p> <p>Professional</p> <p>Kindness</p> <p>Consideration</p> <p>Listen</p> <p>Argument</p> <p>Conflict</p> <p>Emotions</p> <p>Calm</p> <p>Resolve</p> <p>Compromise</p> <p>Apologies</p> <p>Empathy</p> <p>Choices</p> <p>Negative</p> <p>Positive</p> <p>Exclude</p> <p>Unacceptable</p> <p>Rude</p> <p>Bullying behaviour</p>	<p>Disability</p> <p>Vision/Hearing impaired</p> <p>Learning disability</p> <p>Physical disability</p> <p>Rights</p> <p>Responsibilities</p> <p>Consent</p> <p>Identity</p> <p>Fraud</p> <p>Phishing</p> <p>Trolling</p> <p>Harassment</p> <p>Respect</p> <p>Self-respect</p> <p>Personal information</p> <p>Anonymity</p> <p>bullying</p> <p>Permission</p> <p>Safe</p> <p>Unsafe</p> <p>Online abuse</p> <p>Inappropriate Sexting</p> <p>Cyber bullying</p> <p>Legal/Illegal</p> <p>Personal boundaries</p> <p>Safe relationships</p> <p>Acceptable contact</p> <p>Stereotype</p> <p>Sexual orientation</p> <p>Gender</p> <p>Society</p> <p>Community</p>	<p>Life cycle</p> <p>Sperm</p> <p>Eggs</p> <p>Scrotum</p> <p>Nipple</p> <p>Pubic hair</p> <p>Develop</p> <p>Facial hair</p> <p>Body odour</p> <p>Voice breaking</p> <p>Period Menstruation Menstrual cycle</p> <p>Blood</p> <p>Tampon</p> <p>Sanitary towel</p> <p>Hygiene</p> <p>Cleanliness</p> <p>Hormones</p> <p>Maturity</p> <p>Penis</p> <p>Vagina</p> <p>Vulva</p> <p>Breasts</p> <p>Womb</p> <p>Uterus</p> <p>Testicles</p> <p>Testis</p> <p>Foreskin</p> <p>Ovaries</p> <p>Fallopian tubes</p> <p>Bladder</p> <p>Urethra</p>



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		Body language Hygiene Cleanliness Maturity Puberty Penis Vulva Vagina Breasts Testicles Body odour Safe Unsafe Permission Uncomfortable	Difference Husband Wife Single parent families Lesbian Gay Bisexual Homosexual heterosexual Transgender Families headed by grandparents Foster parents/Carers Partner Same sex relationships Opposite sex relationships Marriage Civil partnership Mental health Equality Race Heritage Dual heritage Ethnicity Religion Belief Culture Freedom Boundaries Sexual abuse Emotional abuse Neglect Physical abuse Discriminate Prejudice Love Consent	Disability Vision/Hearing impaired Learning disability Physical disability Rights Responsibilities Consent Identity Fraud Phishing Trolling Harassment Self-respect Personal information Anonymity bullying behaviour Permission Safe Unsafe Online abuse Inappropriate Sexting Cyber bullying Legal/Illegal Personal boundaries Safe relationships Acceptable contact Stereotype Sexual orientation Gender Society Community Difference Husband Wife
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			Respect trust Mutual	Single parent families Lesbian Gay Bisexual Homosexual heterosexual Transgender Families headed by grandparents Foster parents/Carers Partner Same sex relationships Opposite sex relationships Marriage Civil partnership Love Consent Respect trust Mutual Cuddle Kiss Life cycle Intercourse Sex erection Conceive conception
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Educational visits and visitors linked to our PSHE curriculum:

Year 3

Lillington Church – Road Safety
Parent/Carer Career Visits – Jobs

Year 4

Dogs Trust – Pet Care



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Guide Dogs – Pet Care

Residential – Personal Development

Year 5

A scientist like me – Female scientist visit to break down gender and racial stereotypes in Science

Fire safety talk

Year 6

Residential – Personal Development

Drug Awareness – Health and Wellbeing

Magistrates

County Lines – Health and Wellbeing

Assessment for learning:

Pupil voice

Training:

Protective Behaviours Ann Seal Training

Jonny Hunt RSE Consultant Training

Zones of Regulation



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Additional Information: Protective Behaviours Year Group Overview

Protective Behaviours - Taking Care Programme Juniors: Years 3,4,5, & 6				
Year 3	<p>Feelings, Rights & Responsibilities: A feeling is a feeling, not good or bad, right or wrong. What are Rights & Responsibilities? Theme 1.</p>	<p>Unsafe Feelings: identifying children's EWS. Strategies as to what to do when experiencing their EWS.</p>	<p>Body Awareness & Telling: my rules for safety & my body. My body belongs to me.</p>	<p>Networks & Using Them: Children will construct their own support networks hands. Theme 2.</p>
Year 4	<p>Rights & responsibilities, Feelings: exploring children's Rights & responsibilities that come with them. Theme 1.</p>	<p>Safe & Unsafe Feelings: exploring Situations when its feeling fun to feel scared. Recognising EWS.</p>	<p>Exploring Theme 2, Secrets: safe & unsafe secrets. Theme 2</p>	<p>Networks & Using Them: Children will construct their own support networks hands. Theme 2.</p>
Year 5	<p>Rights & responsibilities, Feelings: exploring the Rights of the child. Theme 1.</p>	<p>Safe feelings, Fun to Feel Scared & EWS: exploring & creating safe places. Situations when it feelings fun to feel scared. Recognising EWS.</p>	<p>Theme 2, Secrets & Networks: safe & unsafe secrets. exploring Theme 2 and creating support network hands.</p>	<p>Using Networks: Network review, Who makes a good network person. Keep telling.</p>
Year 6	<p>Rights & responsibilities, Feelings: exploring the Rights of the child. Emotions Theme 1.</p>	<p>Safe feelings, Fun to Feel Scared & EWS: Theme 1. is my fun fun for everyone. Recognising EWS.</p>	<p>Theme 2, Secrets & Networks: safe & unsafe secrets. exploring Theme 2 and creating support network hands.</p>	<p>Using Networks: Network review, Who makes a good network person. Keep telling.</p>